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Employee Engagement and Performance of Lecturers in Nigerian Tertiary Institutions

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Abstract

The study investigated employee engagement and performance of lecturers in Nigerian Tertiary Institutions. It employed descriptive and correlation research designs. Stratified random sampling was used to select three tertiary institutions in Nigeria and the sample size of 314 lecturers was obtained through Taro Yamane. Questionnaires were distributed to 314 lecturers but only 290 of them positively responded by returning the filled questionnaires. This represents 92.36% response rate and 7.64% non response rate. The reliability of the instrument was measured with Spearman Brown's Split Half method which yielded the reliability coefficient of 0.835 which is deemed adequate for the study. The hypothesis was tested using Pearson Product Moment Coefficient. Result revealed that there is a positive relationship between employer reciprocity and lectures' research output with a coefficient of correlation (r) value of .710 and from the finding; it recommended that management of tertiary institutions in Nigeria need to develop and nurture engagement by providing adequate training opportunities for academic staff to increase organizational visibility and ranking.

Keywords: Employment Engagement, Employment Reciprocity, Research Output, Performance

Manuscript History

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Tertiary institutions are collection of higher institutions of learning that include Universities, Polytechnics, Monotechnic and Colleges of Education. It is a place where human minds are trained and knowledge developments are facilitated. It is a community of scholars and researchers, who are keen on improving the quality of existing knowledge or recreating as well as reinterpreting existing social, cultural, economic, scientific or technological findings. Tertiary institutions, like any other organization relies on its employees who work to stir up the activities/affairs of the organization in order to achieve its objectives and improve organizational performance. These employees are regarded as most important and tangible assets in the organization (Onyeizugbe & Orogbu, 2015). It is a popular knowledge that no university will grow beyond the quality of human resources that constitute the teaching and nonteaching staff. This is because productivity lies within the employees' ability and commitment as well as initiatives to improve the sustainability of the organization, which are often ratified by management (Markos & Sandhya, 2010).

Tertiary Institutions in Nigeria

Western education formerly commenced in Nigeria in 1842 at the primary level through Christian organizations such Catholic and the Wesleyan Methodist (Nigerian Finder 2018). Secondary education was introduced in 1859 and the first was CMS Grammar school, Lagos. To support the Missionaries, the British Colonial government started intervening in the country's education through donations and to control of education system in Nigeria, Education Ordinance was enacted in 1882. Following the operational deficiency of 1882 Ordinance, the 1887 Education Ordinance that pronounced schools in Government and privately owned was enacted. The 1887 Ordinance was replaced by 1916 Ordinance that captured the entire country after the amalgamation of Northern and Southern Protectorate in 1914 by Lord Fredrick Lugard, the then Governor General of Nigeria (Federal Ministry of education, 2018).

In 1932, the first Tertiary Institution, Yaba Higher College was established and in 1948, the University College Ibadan came into existence and from then, the number of tertiary institutions continued to grow tremendously. Tertiary institutions in Nigeria organize undergraduate academic courses leading to the award of certificates, diplomas and bachelor degrees. Certificate courses are designed for students that desire shorter period of career training while undergraduate degree courses consist of organized curriculum spanning two or four years. Graduate degree programs are meant to build upon the academic experience gained at undergraduate level through advanced courses and researches (Martha, 2014).

The Federal Ministry of Education supervises and coordinates the activities of tertiary institutions in Nigeria. Presently, the Ministry is located at Block 5A (8th floor) Federal Secretariat Complex, Shehu Shagari Way, Garki, Abuja. Statutorily, the functions of the Ministry include formulating national policy on education, educational planning and financing, maintenance of uniform standard, quality control, curriculum development, harmonizing educational policies, cooperation and collaboration on international scale.

Performance is the measurement of actual output or result against set goals. The line managers and leaders play vital roles by accommodating employees concerns so as to maintain organization performance (Kazimoto, 2016). The performance of tertiary institutions in Nigeria is regulated by three agencies under the Ministry of Education. These agencies include: National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) and these agencies are saddled with the responsibilities of ensuring quality assurance of academic

programs and providing framework for ranking the performance of tertiary institutions against set criteria. According to the framework for measuring the lecturers' performance, a lecturer's performance is measured based on his/her research output, quality of teaching, community services among others.

There has been a global shift towards ensuring efficient and result-oriented employee since managers are often conscious of the fact that having a high performing workforce is essential for organizational growth and survival. They recognize that a highly engaged workforce can increase productivity while reducing the cost that is related to hiring and retaining personnel in highly competitive market. Robinson, Perry & Hayday (2004) posit that employee engagement is the dynamics of positive attitude exhibited by employees towards an organization in order to promote organizational goals. An engaged employee is often aware of business context, and cooperate with colleagues to improve performance within the organization. The organization must work to develop and nurture engagement, which requires a two-way relationship between employer and employee. In this context, employee engagement indicates that there are things to be done by both parties.

The tertiary institutions in Nigeria seem to be grappling with the challenges of engaging their workforce especially the academic staff due to frustrating work conditions arising from inadequate or lack of teaching and research facilities, poor remuneration, unfavorable policies like high imposition of taxes, and poor job security with non pensionable salary. These challenges may have culminated into poor performance in the University ranking (Fatuzzo 2017). The selected tertiary institutions are probably undergoing some challenges such as high imposition of taxes on staff, reduction of salary, poor job security with non pensionable salary, lack of promotion to the next level, inadequate provision of teaching and research facilities. Saks (2006) posits that when organizations fail to provide resources, employees are more likely to withdraw and disengage themselves from their roles. In the recent ranking in the year 2016 by these agencies under the Ministry of Education, none of the tertiary institutions in Ebonyi State made the list of the first-Ten and none was recorded among the best in Africa and Webometrics Ranking of World Universities (webometrics) because of poor quality of research output. The performance of every tertiary institution in Nigeria and World at large is centered on Research output but tertiary institutions in Nigeria have failed in this regard on the basis of inadequate funding which has generally reflected in poor facilities for teaching, learning and research.

It is against this backdrop that the researcher intends to establish the type of relationship existing between employee engagement and the performance of lecturers in selected tertiary institutions in Nigeria.

Statement of the Problem

It appears that there are no specific empirical studies on how best to engage and obtain maximum performance from lecturers in Nigerian tertiary institutions. This challenges the tertiary institution managers on the most appropriate means of sourcing loyalty, commitment and determination to maintain standard of teaching and learning. Perhaps frustrating work conditions arising from inadequate teaching and research facilities, poor remuneration and unfavorable policies like increase in tax rate, reduction of salary and poor job security may be responsible. The funding situation in the focused tertiary institutions is grossly inadequate and it adversely affects performance of lecturers in Nigerian tertiary institutions. When employees believe that their organizations care about their well-fair, they are likely to fulfill their contractual obligations to the organization by becoming more engaged. It is therefore

the perceived poor well fair packages, inadequate teaching and research facilities and poor remuneration of lecturers in Nigerian higher institutions that are the fundamental problems that prompted the present study. It is on this backdrop that this study was designed to establish the nature of relationship existing between employee engagement and performance of lecturers in Nigerian tertiary institutions. Specifically, the study tends to ascertain the type of relationship existing between employer reciprocity and lecturers' research output.

The research question guiding the study is; what is the type of relationship existing between employer reciprocity and lecturers' research output? While hypothesis was formulated to test the relationship between employer reciprocity and lecturers' research output.

It is hoped that the study on employees and their performance in the work place is a progressive way of measuring the dynamics of productive relations in the quest to attain organizational goals. This study, which is centered on employee engagement and the performance of lecturers in selected tertiary institutions in Ebonyi State will contribute in filling the gap that exist in lack of literatures on human resource studies within tertiary institutions in Ebonyi State. It will also contribute substantially towards human resource-based policy formulation and perhaps towards the establishment of more tertiary institutions in Nigeria. The findings of this study will contribute to the existing body of knowledge in employee engagement and will help to harness performance of lecturers through adequate employee engagement. It will equally help the tertiary institutions in the State towards engaging their lectures properly and appropriately.

Conceptual Review

Employee Engagement (EE)

Hewitt (2004) defined employee engagement (EE) as a situation that commits employees intellectually and physically to the course of the organization which can be judged by three elements of behaviors - Say, Stay, and Strive. This concept originated from two major concepts in Human Resource Management – Commitment and Organization Citizenship Behavior with employee engagement indicating higher positive predictor of organizational performance (Markos & Sandhya 2010). This according to Robinson, Perryman and Hayday (2004) is associated with two-way relationship between employer and employee as against the three earlier contrasts – job satisfaction, employee commitment and organizational citizenship. There is this feeling of excitement, interest and attachment to the cause of the organization when an employee is meaningfully engaged and these burning desires will propel the employees to perform exceedingly well even beyond the contractual agreement in form of extra hours or energy (Rama 2009; Armstrong 2012). In an attempt to get employers succeed, employees get involved in investing their efforts beyond mere job satisfaction or contractual loyalty to the employer.

The Institute of employment Studies (IES) states that employee engagement is the dynamics of positive attitude exhibited by employees towards the organization and its values. An engaged employee is fully aware of business context and cooperates with colleagues to ensure the success of the employer and for the benefit of the organization. The organization must work to nurture, maintain and grow engagement which requires a two way relationship between employer and employee. The body (IES) stressed that EE goes beyond the transactional agreement and it is insufficient for employees to be committed without an element of business appreciation and reciprocity. Engagement has to do with how workers employ themselves totally and cognitively in the performance of their job. The line managers

and leaders play a vital role by accommodating employees concerns so as to maintain organization performance (Kazimoto, 2016).

Employee attitude cannot be isolated from their engagement to organization performance because of its positive role. Kahn (1992) posits that employee engagement positively impact on individual component outcomes as well as organizational level outcomes. The reason behind the contention was that because employees want to work for reasons other than financial benefits, they will strive to pursue success for the organization. The concept of Employee Engagement has gained popularity over the years and it is regarded as a key driver to business success and competitive advantage.

Employer--Employee Reciprocity

Dabos & Rousseau (2004) submit that Reciprocity in this context is the extent to which employer and employee provide similar help to each other. Reciprocity in a general norm is the involvement of the attached obligations to the two parties in order to maintain balance in the exchange process that may involve economic resources of money, services, goods and information and socio-emotional resources of status, love, devotion and affection. Molm (2000) in Cropanzano & Mitchell (2007) contend that reciprocal exchange concerns explicit bargaining where one party's action depends on the behavior of the other. Cropanzano & Mitchell (2007) while differentiating between negotiated rule and reciprocal exchange noted that in the former, agreements are clearly expressed and quid pro quo than reciprocal exchange. The duties and obligations exchanged are fairly detailed and understood but reciprocity produces better work relationships and allows for individuals to be more committed to each other. Robinson et al (2004) posit that when employees believe that their organization cares about their well-being, they respond by attempting to fully discharge their obligations to the organization by becoming more engaged.

Lecturers' Performance

The teaching role involves preparing and delivering of lectures, supervision of students in industrial training, final year project, post graduate students, marking assessments and grading of scripts. Other functions include development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students. Research role involves carrying out investigations on identified problem(s), presentation of findings of such investigations in conferences/seminars and publishing the findings in journals and/or text books. The third role involves rendering services both to the school and the community at large. Such services include heading a department, faculty, committee, external supervisor, advisor of student societies, members of other recognized committees at departmental, faculty and university levels –example; sports, graduation, convocation etc. Goodall (2013) states that teaching and research are the core functions of a lecturer and their quality can be improved by hiring the best scholars and empowering them with good incentives.

Lecturer's research output

Research is an inquiry or investigation undertaken by an individual or group of individuals in order to find solution to an existing problem and possibly contribute to knowledge. It is inquiry driven by identified problem and it is challenged by intellectual positions capable of rigorous evaluation by experts in the given field. Research is hinged on specific problem(s) that may be significantly useful to communities, students, governments, industries, academia and other intending researchers. It is an independent, creative, cumulative and often long-

term activity conducted by people with specialist knowledge about the theories, methods and information concerning their field of enquiry. Kaplan (2007) posits that research enhances lecturer's teaching and even administrative performances.

A research output represents the findings, is a particular dissemination, publication, presentation, communication or pathway in which research is made available to people other than the author. A quality-assured research output is any research output that, prior to its publication has been subjected to peer review. In this line, the research output has been thoroughly examined by independent assessors equipped with the required skills and knowledge. It is a process that calls for peer review to establish quality assurance, clarity, originality and its relevance. Stack (2016) notes that a lecturer's research output increases the individual's visibility and it is also a strategy for increasing reputational ranking.

Theoretical Framework

This research is hinged on Social Exchange Theory (SET) propounded by George Humans 1958. It explains why people choose to work in an organization. The theory submits that in the process of interactions between parties seeking reciprocal interdependence, obligations to be fulfilled by both parties are generated. The tenet of social exchange theory is that relationships evolve over time into trusting, loyalty and mutual commitments as long as parties abide by certain rules of exchange. These reciprocal rules of exchange usually involve reciprocity or repayment rules such that the actions of one party lead to response or actions of the other party (Saks 2006). This theory is consistent with Robinson et al (2004) description of engagement as a two way relationship between employer and employee.

The forgoing has implication on this study. Where lecturers believe that their institution cares about their well-being and growth, they respond by attempting to discharge their obligations to the organizations by becoming more engaged. In other words, if Lecturers believe that their contributions toward the organization growth will generate an equivalent return from the institution, they tend to be more committed. If organizations support the lecturers in publishing in high rank journals, paying for the publication charges, providing avenue to access and download articles in closed-access journals, it will improve their research output and institutional visibility.

Empirical Review

In a survey conducted by Robinson et al (2004) on the drivers of employee engagement and applying quantitative approach, 10,024 questionnaires were completed from various categories of employees. Regression model was used to analyze the data obtained from 14 organizations within the National Health Services in UK. The study revealed that engagement level varies and it is associated with job characteristics, work experience and valued contributions as stronger predictor of Employee Engagement which declines as age and length of service increase.

Rama (2009) conducted a research on "Employee Engagement as a two way street" in India. The research employed a qualitative approach and it revealed that an engaged employee is aware of business context and works with colleagues to improve performance within the job for the benefits of the organization and that organization turn must work to develop and nurture engagement which requires a two-way relationship between the employer and employee. Rama posits that employees are less likely to leave the organization when they are more meaningfully engaged and their inputs appreciated.

Saks (2006) conducted a study among 102 employees working in a variety of jobs and organizations in Canada to test a model of the antecedents and consequences of job engagement and organizational engagement. The research employed quantitative approach using multiple regression analysis and the results indicate that there is a significant difference between job and organization engagements and that perceived organizational support predicts both job and organization engagement; job characteristics predicts job engagement; and procedural justice predicts organization engagement. In addition, job and organization engagement mediated the relationships between the antecedents and job satisfaction, organizational commitment, intentions to quit, and organizational citizenship behavior.

In a qualitative research conducted by Markos & Sridevi (2010) on “Employee Engagement: key of improving performance” among employees in India, it was revealed that Employee engagement is a stronger predictor of positive organizational performance like higher employee retention, productivity, profitability, growth and customer satisfaction. The study stated that for workers to be fully engaged there is need for engagement to start from the managers and the leaders. They also proposed that current research should focus on cost benefit analysis of engagement decision without giving greater emphasis on neither benefit nor the cost.

Maha (2015) conducted an exploratory study to identify the drivers of employee engagement within the Egyptian context and the impact of employee engagement on job performance and organizational commitment based on Social exchange theory (SET). The study employed a regression Analysis to predict and explain the relationships and the result indicated that leadership and organizational justice were the most significant drivers of employee engagement. Shoko and Zinyemba (2014) explored the impact of employee engagement on organizational commitment among workers at national higher education institutes (HEI) in Zimbabwe. The research methodology employed was an explanatory descriptive survey design. The respondents were drawn from a stratified random sample of 142 employees from the three Universities. The study revealed that there is a positive correlation between employee engagement and organizational commitment.

Hewitt (2015) studied on 2015 Trends in Global Employee Engagement. The study employed a qualitative approach and it was revealed how companies can create a culture of engagement by investing and helping leaders whose interest is on building skills, empowering others and challenging individual's accountability to take possession of solutions and their own engagement. The study shows that the role of human resource professional is to support the leaders of organization in achieving engagement agenda. Here, they identified the senior leaders and the individuals themselves as critical stakeholders required for creating a culture of engagement. Aon Hewitt company's leaders attributed their success to talent management and engagement of two key variables – culture and leadership.

Gap in knowledge

From the reviewed literatures, there appear to be dearth of works on Employee Engagement and lecturers' performance in Nigeria. Generally, previous literature on Employee Engagement and performance of lecturers in higher institutions in Ebonyi state is inadequate. Specifically authors that have attempted decomposing Employee Engagement and Performance with employer reciprocity and lecturers' research output if any are not known to the researcher hence the study. It is also observed that most researches on lecturers' performance focused on teaching competence and lecturers' relationship with students. This is the gap this study intends to fill.

The study acknowledges the role of engagement and performance in motivating lecturers for high performance but that rewards should be value-based. This agrees with the view of Pierce (2007) which states that when employees are given valuable reward, it will impact positively to their performance. Agbionu Agbodike & Ojiagu (2015) states that managers of organizations must be conscious of the type of reward given to employees especially the ones that are valuable to them.

Methodology

Research Design

The study employed descriptive and correlation research design. It aims to establish the type of functional relationship existing between the dependent and independent variable. Descriptive research design is used to explain characteristics of a population being studied. Devin (2003) states that a descriptive research is fashioned to present participants in an exact manner that involves highlighting the elements that took part in the study and this can be obtained using distinct methods of survey, observational or case study.

Survey uses interviews/discussions/questionnaires to obtain responses on the chosen topic of investigation while correlation research seeks for interaction between variables in order to determine the type of relationship existing between the variables which can be positive or negative (Devin, 2003). The choice of descriptive survey and correlation for this study are based on the selection of questionnaires to gather information and the need to establish the type of relationship existing between employee engagement and lecturer's performance in the selected tertiary institutions.

Study Area

The study was conducted in Ebonyi state which is nick named 'Salt of the Nation' for its huge salt deposit at Okposi and Uburu in Southeastern Nigeria. Its capital is Abakaliki with major towns of Afikpo, Onueke, Edda, Onicha etc. The state was carved out from Enugu and Abia states originally constituent of old Anambra and Imo states in 1996 by General Sanni Abacha's administration. Like other states, it has three senatorial zones and thirteen local government areas and development centers.

From the 2006 population census, the state has an estimated population of 4,339,136 and predominantly of Christian faith. It is primarily an agricultural region and a leading producer of rice, yam, potatoes, maize, beans and cassava with a land area of about 3935 sq.km (Cometonigeria 2011). It has rich cultural heritage some of which has won international awards such as Nkwa Umuagbogho Dance Group of Afikpo, Nkwa Nwite of Afikpo, Ojianyalere of Amasiri and the host of others.

The state has three state and Federal owned tertiary institutions and two private-owned tertiary institutions namely:- Alex Ekwueme Federal University Ndifi Alike Ikwo, Akanu Ibiam Federal Polytechnic, Unwana, Afikpo, Federal College of Agriculture, Ishiagu, Ebonyi state University; State college of Education, Ikwo; Ebonyi State College of Health Technology, Ngbo, College of Health Sciences, Ezzamgbo and Evangel University, Isielu respectively. Students of the state origin have consistently maintained high ranking in educational tests and competition irrespective of the initial denial of establishing federal tertiary institutions and this accounts for why the state was selected for the study.

Table 1: Selected institutions for the Study

Federal Tertiary Institutions	State Tertiary Institutions	Private-owned Tertiary Institutions
Alex-Ekwueme Federal University Ndifu Alike Ikwo (AEFUNAI)	Ebonyi State University, (EBSU)	College of Health Technology Ezzamgbo
Akanu Ibiam Federal Polytechnic, Unwana, Afikpo	Ebonyi College of Education Ikwo	Evangel University, Isielu
Federal College of Agriculture, Ishagu	Ebonyi State College of Health Technology, Ngbo	

Source: field survey, 2017

Table 1 shows the names and numbers of Federal, State and Private tertiary institutions in Ebonyi state as at the time of the study from which the focus institutions were selected. The institutions were grouped in strata of Federal, State and Private owned tertiary institutions.

Population of the sampled institutions

Table 2: Tabular presentation of the population

Tertiary institutions	Group A (Graduate Assistant - Lecturer I or its equivalent)	Group B (Senior Lecturers- Professor or its equivalent)	Total
FUNAI	442	69	511
EBSU	489	411	900
College Of Health Technology	43	NIL	43
Total	974	480	1454

Source: Personnel Department of the sampled Institutions, 2017.

Sampling Procedure

The population as highlighted on table 2 was divided into three Strata and stratified random sampling was applied to select one institution from each of the 3 strata. This study focused on the academic staff ranging from Graduate Assistant to Professors in the selected three (3) tertiary institutions in Ebonyi State. The populations were grouped into two; Lecturer 1, Lecturer 11, Lecturer 111, Assistant Lecturer and Graduate Assistant in **Group A** and Senior Lecturer, Principal Lecturer, Principal Lecturer, Chief Lecturer, Reader and Professor in **Group B**. The target population for this study was derived from the academic staff of the

three tertiary institutions slated for the study. Evaluation of records from the personnel department of the three institutions revealed that the total number of academic staff of the three institutions were one thousand four hundred and fifty four lecturers - 1454 and this formed the target population. This is presented on table 2 in line with institutions and staff grouping

Sample Size Determination

The sample size was determined using Taro Yamane because the population of study is so large and it will be too difficult to manage without bias. The Taro Yamane sample size statistical determination model thus:

$$n = \frac{N}{1+N(e)^2}$$

Where: n = Sample size

N = Total Population (1454)

e = Tolerable error taken as 5%

Employing the above model, the sample size (n) for this study was determined thus:

$$\frac{1454}{1+1454(0.05)(0.05)}$$

$$\frac{1454}{4.635} = 314$$

This figure formed the sample size that was issued questionnaire.

However, since this research was carried among 3 institutions, it became imperative to determine the various proportion of the sample. The Bowler's Proportionate Allocation Formula (1996) was used thus:

$$nh = \frac{Nh}{N} \times \frac{S}{1}$$

Where: nh = Institutions share of sample Size

Nh = Institutions part of Population Size

N = Population

S = Sample Size

$$\text{FUNAI} = \frac{511}{1454} \times \frac{314}{1} = 110$$

$$\text{EBSU} = \frac{900}{1454} \times \frac{314}{1} = 194$$

$$\text{COH} = \frac{43}{1454} \times \frac{314}{1} = 10$$

$$\text{TOTAL} = 314$$

Consequent upon the above evaluation, FUNAI, EBSU and COH were issued 110, 194 and 10 questionnaires respectively.

Method of Data Collection

Questionnaires were distributed randomly to all the 314 staff of the three institutions that were sampled for the study. The justification is that the population of study had similar characteristics in respect of the information expected from them. The process was executed on a hand-to-hand basis and was retrieved same as well.

Table 3 Questionnaire Distribution and Retrieval Table

Tertiary institutions	Distributed	Retrieved	Not retrieved
FUNAI	110	100	10
EBSU	194	180	14
COH	10	10	NIL
Total	314	290	24

Source: Field Survey, 2017

Validity of the Instrument

Reliability Statistics

Table 4

Case Processing Summary

	N	%
Valid	290	99.3
Cases Excluded ^a	2	.7
Total	292	100.0

a. Listwise deletion based on all variables in the procedure.

Table 5

Cronbach's Alpha	Part 1	Value .773
	N of Items	12 ^a
Correlation Between Forms	Part 2	Value .788
	N of Items	12 ^b
	Total N of Items	24
Spearman-Brown	Equal Length	.835
Coefficient	Unequal Length	.910
Guttman Split-Half Coefficient		.910

Source: SPSS ver.20

Method of Data Analysis

The data collected were analyzed using Pearson's Product Moment Correlation Coefficient because it is most appropriate for examining the type of relationship existing between the variables.

Decision Rule:

There is a positive relationship when the correlation coefficient is positive and it is statistically significant if the probability value is less than 0.01 ($P \text{ value} < 0.01$) in which case the research hypothesis will be accepted but when the P value is greater than 0.01 ($P \text{ value} > 0.01$) hypothesis will be rejected. In a case where the Correlation Coefficient is negative, then there is an inverse relationship and it will be significant if the P -val is less than 0.01 ($p\text{-val} < 0.01$) and not significant if it is greater than 0.01 ($P\text{-Val} > 0.01$).

A draft of the questionnaire alongside the research objective, hypothesis and research question were submitted to expert requesting to examine the items in terms of content relevance and clarity as well as to ascertain if the items are related to the objective, research questions and instrument. They proffered usual corrections and suggestions which were involved.

Reliability of the Instrument

Spearman Brown's Split Half method is used to establish the internal consistency and reliability of the instrument by the means of SPSS ver.20. The reliability coefficient of 0.835 was obtained and adjudged adequate for the study.

Data Presentation

This section presents and analyzes the facts gathered from the respondents and this was guided by research question earlier stated after which the data collected with regards to each of the questions were analyzed. Two hundred and ninety copies of questionnaire were used for the analysis. Table 6 shows the descriptive statistics of the data collected.

Bio-data of respondents:

Table 6: Gender of Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	199	68.2	68.6	68.6
	Female	91	31.2	31.4	100.0
	Total	290	99.3	100.0	
Missing	System	2	.7		
	Total	292	100.0		

Source: SPSS ver. 20

From table 6, 69% of the respondents are male while 31% respondents are female

Table 7: Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	single	92	31.5	31.7	31.7
	married	198	67.8	68.3	100.0
	Total	290	99.3	100.0	
Missing	System	2	.7		
	Total	292	100.0		

Source: SPSS ver. 20

Table 7 shows that 32% of the respondents are single while 68% respondents are married

Table 8: Work Designation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Group A	166	56.8	57.2	57.2
	Group B	124	42.5	42.8	100.0
	Total	290	99.3	100.0	
Missing	System	2	.7		
	Total	292	100.0		

Source: SPSS ver. 20

Table 8 shows that 57% of the respondents are within Group A category while 43% are in Group B category.

Table 9: Age of Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 30	38	13.0	13.1	13.1
	30—35	95	32.5	32.8	45.9
	36-40	46	15.8	15.9	61.7
	41—45	87	29.8	30.0	91.7
	above 45	24	8.2	8.3	100.0
	Total	290	99.3	100.0	
Missing	System	2	.7		
	Total	292	100.0		

Source: SPSS ver. 20

From table 9, the number of participants less than 30 years of age is 38(13%), participants between the ages of 30 to 35 years of age is 95(33%), participants between the ages of 36 to 40 years of age is 46(16%), participants between the ages of 41 to 45 years of age is 87(30%), participants between the ages above 45 of age is 24(8%).

Table 10

Research question: What is the type of relationship existing between employer reciprocity and lecturers' research output?

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I receive recognition from Superior	290	1	5	4.31	.784
I feel I have equal access to training and development	290	1	5	3.54	1.088
My organization provides conducive environment for work and research	290	1	5	2.69	1.036
My conferences have always been sponsored by my institution.	290	1	5	4.92	.353
Career advancement is encouraged in my organization.	290	1	5	4.77	.683
My institution gives award for best performing lecturers	290	1	5	3.57	1.021
I receive grants for journal publication.	290	1	5	2.75	1.141
My organization encourages promotion prospect	290	1	5	3.61	.608
My opinions and suggestions are respected in departmental meetings	290	1	5	4.35	.807
Educative materials needed for the job is provided	290	1	5	2.68	1.010
I accept responsibilities easily even when they are outside the scope of operation	290	1	5	4.92	.349
I read journals and books to update my knowledge.	290	3	5	4.91	.293

I try to help others in this organization within my ability.	290	3	5	4.97	.184
I collaborate with lecturers outside my institution in research	290	3	5	4.98	.175
My publications so far are encouraging	290	1	5	3.61	.608
I publish in high impact factor journal	290	1	5	3.55	.633
My present publications are adequate for my next promotion.	290	1	5	4.22	.845
I am satisfied working in this institution.	290	1	5	3.55	.633
My citations in reputable journal are adequate.	290	1	33	2.92	1.963
I have publicized two standard textbooks.	290	1	5	3.52	.661
Valid N (list wise)	290				

Source: SPSS ver. 20

Table 10 indicates the response of the participants. The data reveals that Management needs to provide responsible academic environment and research grants since these items have negative implications on lectures' research output which reflected on lectures' citation in reputable journal.

Test of Hypothesis

H1: Questionnaire Analysis on how employee engagement correlates with lecturers' performance in selected tertiary institutions in Ebonyi State

Correlations

		Employee Engagement	Lecturer performance
Employee Engagement	Pearson Correlation	1	.710 **
	Sig. (2-tailed)		.000
	N	290	290
Lecturer performance	Pearson Correlation	.710 **	1
	Sig. (2-tailed)	.000	
	N	290	290

**. Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS ver. 20

Interpretation and discussion of findings

From the test of hypothesis, employer reciprocity was shown to have a significant positive relationship with lecturers' research output with the correlation coefficient of 0.710 which is very high and probability value of 0.000 (p-value < 0.01) which is less than the significant level at 0.01, 2-tailed test. Based on this result, the research hypothesis which states that, there is a positive significant correlation between employer reciprocity and lecturers' output in selected tertiary institution is therefore accepted. The findings reveal that there is a strong positive correlation between the constructs tested. This agrees with the findings of Baumruk & Gorman (2006) who in a study of 142 employees from three universities in Zimbabwe noted a positive correlation between employee engagement and organizational commitment. The implication is that, any action taken by the employer to improve on the general wellbeing of lecturers will enhance lecturer's research output and improve the visibility of the institution. That is, if management provides responsible academic environment that enhances teaching and research, provide an avenue for lecturers to access and download closed-access articles published in foreign reputable journals and possibly attach incentives to research publication, such will enhance Lecturers' Performance.

Conclusion & Recommendations

The research therefore concludes that, Employee Engagement is a two- way process and efforts should be made by management to nurture and develop engagement. Managers of tertiary institutions must be conscious of the type of reward given to their employees especially the ones that are valuable to them because employees are more engaged when they feel their organizations care about their wellbeing. Based on the findings, the study recommended that the management should make available adequate funds for training/retraining of academic staff, support them with adequate research grants since it increases lecturers' and organizational visibility and ranking. It is important also to encourage lecturers by providing environment conducive for teaching and research such as e-library, access to restricted published research contents, access to internet facilities to enhance teaching and learning.

Limitations of the Study

Limitations are issues and restrictions on the methodology adopted and conclusions that the researcher cannot manipulate or control. However, the study encountered the following challenges:

- Poor responses to the questionnaires by the respondents and this may not reflect their true feelings.
- The scope of the study was limited to only tertiary institutions in Ebonyi State and therefore limits generalization of the findings.

Areas for further studies

Further researches may focus on differential distribution of questionnaires on the basis of institution's location, age and experiences of lecturers as this study treated the respondents equally irrespective of the status and location of the institution as well as the experiences of the lecturers emphasizing on the influence of bio-data on the responses of the selected population.

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